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Information

Professional Services Committee

Update on the Special Education Design Team Activities

Executive Summary: This agenda item provides information about the activities of the Special Education Design Team. Samples of proposed standards and authorization statements will be presented for comment. Information will be shared about upcoming activities, including public forums, to gather additional stakeholder comment.

Recommended Action: For information only

Presenters: Jan Jones Wadsworth, Consultant
and Michael McKibbin, Administrator,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

June 2008

Update on the Special Education Design Team Activities

Introduction

At the December 2007 meeting, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification*. The report, which was sent to the Governor and Legislature on December 21, 2007, contained a series of recommendations for modifications and improvements for Education Specialist and Other Related Services Credentials. In January 2008, the Commission approved an implementation plan that outlined the steps that will be taken to implement those recommendations. Included in that plan was the establishment of a Design Team that has the responsibility for developing a set of proposed Standards of Program Quality and Effectiveness for all Education Specialist and Other Related Services Credentials, credential authorization statements, and Teaching Performance Expectations (TPEs) for the Special Education credentials. The fourteen member Design Team is assisted by subcommittees representing specialized expertise in each of the credential areas where standards and authorizations are being developed.

As was outlined in the implementation plan, the reform of special education credentials includes five different kinds of activities: (1) development of standards and special education teaching performance expectations; (2) development of Title 5 Regulations; (3) communication with program developers and other constituents through public forums, coded correspondence, and program advisories; (4) a job analysis; and (5) technical assistance to programs as they respond to the revised standards and implementation procedures.

Selection of the Design Team

Members of the Special Education Work Group were asked if they wanted to participate in the second phase of the review and revision of special education certification. All were interested in playing a role, but many were not able to commit the time necessary to be a member of the Design Team. For those who were not selected for the Design Team other roles were available. Some of the panel members were asked to be reactors to the drafts of standards that are being developed. Some wanted to participate in the subcommittees that would work on specialty area standards such as credential standards for the visually impaired. A list of those who are serving on the Design Team, a subcommittee, or as a reactor is included as Appendix A.

Commission staff also received requests to participate from professional organizations interested in the standards such as California PTA, and organizations interested in a specific credential, such as TASH, an organization particularly interested in the Moderate/Severe Education Specialist Credential. Members of organizations were invited to participate on various subcommittees. Subcommittees were formed for each of the following specialty-specific areas:

Adapted Physical Education
Audiology
Early Childhood Special Education
Deaf and Hard of Hearing
Induction (Clear Credential)
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Deaf-Blind
Assistive Technology

Clinical or Rehabilitative Services:
Orientation and Mobility
Physical and Health Impaired
Resource Specialist
Speech, Language Pathology Services Credential
Visually Impaired
Communication Development
Transition

The work of the design team and subcommittees has been informed by the Special Education Job Analysis that was completed by the California Comprehensive Center at West Ed Laboratory with the assistance of Commission staff and Design Team member Dr. David Raske, CSU Sacramento. In February and March, 3,427 respondents provided information about the essential knowledge, skills and abilities for beginning special education teachers.

The design team has met four times. Since most of the members also served on the Work Group, less foundational work needed to be done before the design tasks were begun. The task of the Design Team is primarily to serve as a writing team. The members are developing the proposed Standards of Program Quality and Teaching Performance Expectations, and will assist staff in writing the Credential Authorization statements that are necessary as Title 5 regulations are developed.

Proposed Changes in Standards and Authorizations

In special education there are two different categories of credentials available: Education Specialist Teaching Credentials and Other Related Services Credentials. The Specialist Teaching credentials include authorizations in Mild/Moderate Disabilities, Moderate/Severe Disabilities, Early Childhood Special Education, Deaf and Hard of Hearing, Visually Impairments, and Physical and Health Impairments. A seventh authorization category of the Education Specialist Teaching Credential is being developed in Communication Development as a result of the recommendations of the Special Education Work Group. There are three Other Related Services Credentials (Speech-Language Pathology Services, Clinical and Rehabilitative Services: Orientation and Mobility and Clinical and Rehabilitative Services: Audiology.) For standards, the format that will be used includes “Program Planning Prompts” rather than “Required Elements” or “Factors to Consider.” These prompts will help explain each standard and assist programs seeking approval to understand what is expected.

The standards will include the Commission-adopted Common Standards. These are standards that are common to all credential programs; e.g., multiple and single subject, career technical education, pupil personnel services-school counseling, or education specialist. The Program Standards are divided into two categories: Core Standards for all Specialist and Other Related Services Credentials and Specialty-Specific Standards for each of the Education Specialist and Services Credential areas. Two examples of draft core standards, draft specialty-specific standards and draft authorization statements are provided. Authorizations are the statements that define what services are authorized by the credential and are placed in Title 5 regulations and are used by the Commission and employers to determine appropriate assignments.

Sample Draft Core Standards

Effective Communication and Collaborative Partnerships

The candidate establishes and works in partnership to design, implement, and evaluate integrated services for students. Each candidate demonstrates the ability to consider, collaborate, and consult with: (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators. Candidates also need to communicate effectively with the business community and community agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

Assessment

Each candidate demonstrates knowledge and skills necessary to assess general and special education students in a comprehensive manner. Each candidate understands and uses multiple sources of information in order to make decisions regarding eligibility, placement, and services, including academic, social-emotional and vocational areas. Each candidate uses both formal and informal assessments to evaluate students' needs and achievements, for the purpose of making necessary accommodations, modifications, making instructional decisions and ongoing program improvements. Candidates should be able to discern the need and purpose of assessments, as well as make appropriate, informed choices with regards to the type of assessment. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose student's language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

Sample Draft Specialty-Specific Standards

Visually Impaired Specialty Standard

Specialized Communication Skills and Instruction

Each candidate demonstrates methods and instructional strategies for teaching specialized communication skills used by individuals who are visually impaired. These skills include: Braille reading and writing, slate and stylus, signature and script writing, touch typing and keyboarding for specialized technology, listening, aural and large print reading. Each candidate demonstrates methods and instructional strategies for teaching disability-specific academic skills such as the use of an abacus/talking calculator, tactile graphics, and adapted science equipment. In addition, the program provides information to enable the candidate to access appropriate specialized resources.

Early Childhood Special Education Specialty Standard

Typical and Atypical Child Development: Birth Through Age Five

Each candidate uses knowledge of typical and atypical early childhood development to determine assessment approaches and strategies, modify curriculum and other interventions, design appropriate settings and environments, and monitor individual progress and programs for infants and young children with disabilities within the context of the family system and natural environments.

Sample Draft Authorization Statements

Mild/Moderate Authorization

This credential authorizes the holder to provide instruction and related services to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, mild traumatic brain injury, emotional disturbance, and autism spectrum disorder, in kindergarten, grades 1 through 12, and classes organized primarily for adults, across the continuum of program options available pursuant to Education Code Sections 56031, 56360, and 56361. The continuum includes: general education settings; resource rooms or services; special education settings; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.

Deaf and Hard of Hearing Authorization

This credential authorizes the holder to provide instruction and related services (5 CCR 3051.18) to individuals with a primary or secondary disability including: deaf or hard of hearing, unilateral or bilateral, whether fluctuating, conductive, sensori-neural, and/or auditory neuropathy, as well as deaf-blind and autism spectrum disorders (when DHH is the primary disability) from birth through 22, across the continuum of program options available as well as, pursuant to Education Code Sections 56031, 56360, and 56361. The continuum includes: general education classrooms; resource rooms or services; special education classrooms; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.

Development of a New Authorization Category in Communication Development

One of the recommendations of the Special Education Work Group was the development of a new seventh authorization category of Education Specialist Teaching Credential in Communication Development. The first meeting of the subcommittee developing this credential was held March 26. After general introductions, a summary of the activities of the Special Education Work Group was presented, including a discussion of the reason why the Work Group proposed the new category of Education Specialist Credential. The members of the Communication Development subcommittee interacted with two topic groups who were invited to speak about the kinds of services that public school students need in the area of communication development and the types of preparation that teachers of these students need. Members of the two groups are:

Topic Group I: Services that Public School Students Need

Marty Cavanaugh, Deputy Superintendent, Sacramento County Office of Education
Maureen Burness, Assistant Superintendent, Folsom Cordova Unified School District
Shellie Bader, Coordinator, Speech and Language Programs: Los Angeles USD
Sharon Robison, Association of California School Administrators

Topic Group II: Types of Preparation Needed by Teachers

Lou Denti, Lawton Love Distinguished Professor in Special Education, CSU, Monterey Bay

Lisa O'Connor, Chair, Speech-Language Pathology and Audiology Licensing Board

Angie Hawkins, Advisory Commission on Special Education

Margaret Benavides, Consultant, CDE Special Education Division

There was a discussion of the kinds of services that the proposed credential authorization could provide and the differences between the Speech-Language Pathology Services Credential and the Education Specialist: Communication Development Teaching Credential. A draft chart that displays some of the differences identified by participants at the March 26 meeting may be found in Appendix B.

Plans for Public Comment on Standards and Authorizations

In addition to public forums that have been scheduled for July 16 in Sacramento and August 13 in Los Angeles, Commission staff has scheduled meetings with the following professional organizations to discuss and receive comment about the special education recommendations.

California Alliance Executive Conference (Non Public Schools)

California Department of Education: Strategic Plan Leadership Team

California Department of Education: Personnel Workgroup

California Speech and Hearing Association (CSHA)

California Council of Academic Programs for Communication Sciences and Disorders

California Administrators of Deaf Education Programs (CAL-AD)

Advisory Commission on Special Education (ACSE)

Special Education Local Planning Area (SELPA) Directors

Special Education Administrators of County Offices (SEACO)

California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED) of the Council for Exceptional Children

Commission on Teacher Credentialing (CTC): BTSA and Intern Directors

Staff has or will be submitting session proposals about the planned revisions to present at the annual meetings of the following organizations.

California School Boards Association (CSBA)

Association of California School Administrators (ACSA)

California Association of Resource Specialists and Other Special Education Teachers (CARS+)

California Educational Research Association (CERA)

Cal-TASH

California Teachers and Educators of the Visually Handicapped (CTEVH)

California Administrators of Deaf Education (CAL-AD)

Teacher Education Division/Council for Exceptional Children (TED)

Council for Exceptional Children (CEC)

Progress in Meeting Implementation Plan Timeline

In January the Commission approved the implementation timeline that is listed below in Table 1. A column has been added to the table to describe the activities that have been completed, those

that are scheduled and those that are pending and waiting to be scheduled. In general staff has been able to maintain the schedule. Depending on the date that the state budget is passed, delays in completing the work may occur.

One of the activities that has been postponed is the implementation of a Teaching Performance Assessment (TPA) for Education Specialists. Although a TPA for Education Specialists was originally proposed in SB 1186 (Scott), it was removed until issues related to funding are resolved. In the meantime staff and the Design Team will continue to work on the development of Teaching Performance Expectations. Staff believes that adding special education tasks to the TPA will take similar effort to the revisions that were needed to expand the TPA to all single subject content areas.

Table 1
Implementation Timeline of Special Education Certification Recommendations

Activity	Responsible Party	Proposed Timeline	Activity
Commission authorizes submission of report to the Legislature	Commission and Staff	December 2007	Sent December 21, 2007
Begin policy revision process Seek authors for legislation Form Design Team and Standards Subcommittees	Staff	December 2007-February 2008	Accomplished February 2008
Complete Job Analysis of Special Education	Staff and California Comprehensive Center	February 2008	Completed April 2008
Begin work of Design Team	Staff and Design Team	February-October 2008	First meeting held February 2008, 4 monthly meetings held to date, 6 more scheduled
Assign to Design Team and appropriate Standards Subcommittees the following "unfinished business" tasks: ----- <ul style="list-style-type: none"> Review possible options pre-lingually deaf candidates have for meeting subject matter competence 	Staff, Design Team and Standards Subcommittees -----	February-October 2008 -----	----- Pending

Activity	Responsible Party	Proposed Timeline	Activity
<ul style="list-style-type: none"> Review the Clinical Rehabilitative Services: Audiology Credential 			Scheduled May 27, 2008
<ul style="list-style-type: none"> Review the Adapted Physical Education Credential 			Subcommittee scheduled May 15
<ul style="list-style-type: none"> Review the Resource Specialist Local Assessor Panel process and make recommendations for improvement 			Pending
<ul style="list-style-type: none"> Explore the inclusion of Occupational Therapists and Physical Therapists in the credential system 			Pending
Begin work on TPEs for special education	Staff and Design Team	March- October, 2008	Job Analysis completed, Work on Standards continuing
Provide updates to Commission	Staff	March-September 2008	First Scheduled June 2008
Hold forums for input on new Education Specialist Authorization in Communication Development	Staff and Design Team	March 2008	March, May, July, August 2008
Begin credential authorization and standards development for new Education Specialist: Communication Development Credential	Staff and Communication Development Subcommittee	April 2008	March, May 2008
Hold public forums for input regarding special education program standards	Staff and Design Team	June-July 2008	Scheduled July/August 2008

Activity	Responsible Party	Proposed Timeline	Activity
Present program standards for information	Staff and Design Team	October 2008	Scheduled
Present standards for action	Staff and Commission	November 2008	Rescheduled December 2008
Complete TPA Task Development for special education (pending legislation)	Staff and Contractor	May 2009	Postponed
Submit TPA to Commission for adoption	Staff	August 2009	Postponed
Approved programs revised based on new standards and submit to Commission	Staff, Accreditation Review Teams and Special Education Programs	Beginning January 2009	Scheduled
Deadline for all approved Education Specialist and Other Related Services Programs to have revised programs in operation	Staff and Special Education Programs	July 2011	Scheduled
Education Specialist TPA required of all candidates who enter programs after this date.	Staff and Special Education Programs	Pending Legislation	Pending Legislation

Appendix A

Special Education Design Team and Standards Subcommittees Roster

Special Education Design Team:

Angela Hawkins - Sweetwater Union High School District (Adv. Comm. on SpEd)
Maureen Burness - Asst. Supt. Folsom-Cordova Unified School District (ACSA)
Sue Andrews - Principal, Ventura County Office of Education
Athena Waite - UC, Riverside (UC, President's Office)
Pat Grayson-DeJong - LAUSD (retired)
Kathy Kinley – California School Boards Association and Upland School Board
Michael Lewis - CSU, Sacramento (retired) (CSU, Chancellor's Office)
Lanna Andrews - University of San Francisco
Linda Smetana - CSU, East Bay
Belinda Karge - CSU, Fullerton
Dave Raske - CSU, Sacramento
Carl Kirchner - Retired CDE Consultant and CSU, Northridge
Christine Minks - Morgan Hill Unified School District (California Federation of Teachers)
Dianne Jones - San Diego Unified School District (California Teachers Association)

Liaison: Comprehensive Center/West Ed: Dona Meinders, Marion Miller

Special Education Design Team Standards Subcommittees:

Mild/Moderate (including RSP)

Michelle Cepello, CSU Chico
Ken Denman, ABC Unified Sch. Dist.
Virginia Kennedy, CSUN
Christine Mink, Morgan Hill Unified Sch. Dist.
Nancy Vandell, California PTA

Level II /Induction

Janet Barrett, Capistrano Unif. Sch. Dist.
Sue Andrews, Ventura County Office of Ed
Michelle Cepello, CSU, Chico
Merilee Johnson, Glenn Co. Office (CCSESA)

Visually Impaired

Cheryl Kamei-Hannan, CSULA
Maureen Reardon, CA Sch. f/t Blind
Amanda Lueck, SFSU
Linda Wyatt, CDE, Special Education Division

Moderate/Severe

Dan Maydeck, Leroy Haynes Center
Ann Vessey, Riverside Co. Office of Ed
Jean Gonsier-Gerdin, (TASH)
Pat Grayson-DeJong, LAUSD (retired)

Deaf and Hard of Hearing

Mary McGinnis, John Tracy Clinic
Carl Kirchner, Retired CDE and CSUN
Tina Moore, Ca School f/t Deaf, Riverside
Nancy Sager, State Special Schools
Liaison/CDE

Physical and Health Impaired

Sherwood (Sherry) Best, CSULA
Sharon Grandinette, CSUDH
Satoko Davidson, Retired
Linda Wyatt, CDE, Special Education

(Liaison)

Deaf/Blind

Maurice Belote, Ca Deaf/Blind Services
Jane Vogel, Anaheim Union Sch. Dist.
Sandra Staples, Lodi Unified

Early Childhood Special Education

Belinda Karge, CSU, Fullerton
Satoko Davidson, Retired
Maureen Ballard-Rosa, CSU, Sacramento
Meredith Cathcart, CDE, Special Education
Division (Liaison)

Speech-Language Pathology

Dee Parker, CSU DH
Terry Saenz, IHE Rep/CSHA

Adapted Physical Education

Perky Vetter, Cal Poly, Pomona
Christina Owens, Pomona Unified Sch. Dist.
Rebecca Lytle, CSU, Chico

Reactors

Merrilee Johnson, Glenn County Office of Education
Jane Duckett, National University
David Krapf, Napa Unified Sch. District
Sharon Sacks, CA School for the Blind
Marie Schrup, Sweetwater Union High Sch. District
Sharon Jarrett, Los Angeles Unified School District

Division (Liaison)

Orientation and Mobility

Diane Fazzi, CSULA
Sandra Rosen, San Francisco State Un.
Sandra Staples, Lodi Unified

General Education Core

Kathy Kinley, Upland Unified
Dan Maydeck, LeRoy Haynes Center
Angela (Angie) Hawkins, Sweetwater Union
H.S. Dist.

Communication Development

Dee Parker, CSU DH
Linda Smetana, CSU East Bay
Bob Farron, SoWest SELPA/LACOE
Laureen O'Hanlon, CSHA Rep
Claudia Dunaway, CSHA Rep
Maureen Burness, ACSA
Margaret Benavides, CDE, Special Education
Division (Liaison)

Audiology

Blaze Kistler, Covina-Valley Unified School
District
TBA

Appendix B

Comparison of Speech-Language Pathology and Education Specialist: Communication Development Credentials

Areas of Comparison	Speech-Language Pathology	Education Specialist: Communication Development
Type of credential	Services	Teaching
Subject matter competence required	No	Yes
Basic skills demonstration required	Yes	Yes
Degree required	Masters Degree	Baccalaureate (Masters Optional)
Age of authorization	Birth through 22	Birth through 22
Performance assessment	Supervised Clinical Fellowship Year (post-preparation)	Performance Assessment (condition of initial certification)
Praxis II Speech-Language Pathology Exam required	Yes	No
Primary service delivery mode	Itinerant	Co-teaching Collaboration, Consultation
Primary services delivered	Clinical, Supervision of SLPAs (speech aides)	Teaching, Diagnostic, Dynamic assessment, Early intervention
Instruction	Remediation of Disorder	Instruction based on core curriculum, Build academic language
Focus of services	Clinical, Language, Speech, Hearing Disorders Communication and Swallowing Disorders	Teaching, Literacy, Language Development, Pragmatics, Multi-tiered intervention
Planning responsibility	IEP development	IEP development
Impetus of Services	Clinical Caseload	Individual Student Needs